DOCUMENT RESUME

ED 369 011 CG 025 335

AUTHOR Agbayani, Amefil; Ching, Doris M.
TITLE Asian and Pacific Americans in Higher Education.
PUB DATE Mar 93
NOTE 20p.; Paper presented at the National Association for Student Personnel Administrators Conference (Boston, MA, March 1993).
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrators; *Asian Americans; College Faculty; Colleges; College Students; Community Colleges; *Higher Education; *Pacific Americans; *Racial Composition; *School Demography; Surveys; Universities

ABSTRACT

Asian and Pacific Americans (APAs) constitute a small yet important segment of the students, faculty, and staff participating in higher education in the United States. A survey was mailed to student affairs personnel at 70 institutions (classified as "Research Universities 1" by the Carnegie Foundation for the Advancement in Teaching) in 1993 to collect information on perceptions by and about Asian and Pacific Americans, as well as demographic information. Of the 70 institutions selected, 31 responded with a sample size of 44 APA student affairs professionals participating. Perceptions of ethnic relations, both within various APA groups and in relation to other groups; the problems facing APA students; and contributions of APAs to higher education were queried. The results of the survey indicate that the concept of APAs as a model minority does not reflect the complexities of life in higher education. APAs are the fastest growing segment of the student population in the United States, yet APA faculty and administrators are under-represented. At the same time, the complex ethnic and racial relations faced by APAs cannot be thought of in traditional black and white terms, nor should APA relations with other minorities remain static. (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 369 011

ASIAN AND PACIFIC AMERICANS IN HIGHER EDUCATION

Amefil Agbayani

Doris M. Ching

University of Hawai'i at Mānoa

(Paper presented at the National Association for Student Personnel Administrators Conference, Boston, March, 1993.)

CG025335

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. AGBAYANI

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ASIAN AND PACIFIC AMERICANS IN HIGHER EDUCATION

Amefil Agbayani
Doris M. Ching
University of Hawai'i at Mânoa

INTRODUCTION

The Asian and Pacific American (APA) population is a diverse and small but highly significant minority group in higher education in the United States. This study begins with the changing demographic characteristics among Asian and Pacific Americans in the general population and among students, faculty, administrators, and student affairs staff in higher education. The study discusses the results from a 1993 survey of student affairs personnel, drawn from a sample from the top seventy research universities as defined by the Carnegie Institute for the Advancement of Teaching, on their perceptions of campus diversity. Survey items included perceptions of barriers against and contributions of Asian and Pacific Americans in the curriculum, pedagogy and campus climate; relationships among Asian and Pacific American groups themselves; and Asian and Pacific American relationships with other majority and minority ethnic groups. The study also discusses demographic, educational, and occupational backgrounds of APA student affairs survey respondents.

DEMOGRAPHICS

"The fastest growing minority group in the United States today is Asian and Pacific Americans" (Ong and Hee 1993: 11). The term "Asian and Pacific American" is commonly used in census and numerous reports on ethnic/racial background. The term includes individuals whose ancestry is Chinese, Filipino, Hawaiian, Japanese, Korean, Laotian, Pacific Islander, Samoan, South Asian, and Vietnamese. Asian and Pacific Americans now number 7.3 million across the nation, a significant 3 percent of the United States population. In 1940, APAs were only 250,000 and are expected to reach ten million by the year 2000.

The phenomenal growth of this group is attributed primarily to the enactment of the immigration law in 1965 which abolished the racial quotas that until then had given overwhelming preference to Europeans. During the 1980s, about 2.6 million Asians representing over 40% of all legal immigrants entered the United States. As a result most Americans of Asian descent are foreign-born.

Amefil Agbayani, Director for Student Equity, Excellence @ Diversity, and Doris Ching, Vice President for Student Affairs, University of Hawai'i, 2444 Dole St., Honolulu, Hawai'i, 96822.

The Asian and Pacific American community is one of the most diverse and complex minority groups in the nation for it includes more than 20 different ethnic subgroups. The group includes Americans of fourth, fifth and even sixth generations among some subgroups, as well as first-generation immigrants and refugees among other subgroups. About two-third are born in foreign countries and one-third are US born. The two groups which are nearly all US-born are Japanese-Americans and Hawaiians. While the diverse groups share some cultural traditions and experiences, the differences among them are pronounced and important. For example, there is no common language among APAs, and those who have more recently arrived often feel estranged from other Asian groups, especially those with whom they have strong historical differences.

Asian and Pacific Americans currently equal or surpass in number Hispanics and Latinos in 12 states and African Americans in 13. The ten largest subgroups by size in 1990 were: 1) Chinese (1,645,472); 2) Filipino (1,406,472); 3) Japanese (847,562); 4) Asian Indian (815,447); 5) Korean (798,849); 6) Vietnamese (614,547); 7) Hawaiian (211,014); 8) Samoan (62,964); 9) Guamanian (49,345); and 10) other Asian Pacific (921,692) (Ong and Hee 1993: 12).

By region, the majority (58%) of Asian and Pacific Americans reside in the West, followed by 18 percent who reside in the Northeast, 15 percent in the South and 11 percent in the Midwest. In contrast, the United States population is 35 percent in the South, 24 percent in the Midwest, 18 percent in the West and 18 percent in the Northeast. Ninety-five percent of Asian and Pacific Americans live in metropolitan areas. The top ten metropolitan areas in which Asian and Pacific Americans reside are: 1) Los Angeles-Long Beach (955,000); 2) New York City (556,000); 3) Honolulu (526,000); 4) San Francisco (330,000); 5) Oakland (270,000); 6) San Jose (261,000); 7) Anaheim-Santa Ana (249,000); 8) Chicago (230,000); 9) Washington, D.C. (202,000); and 10) San Diego (198,000).

The growth of the Asian and Pacific American population from 1980 to 1990 was 95 percent with Japanese showing the smallest growth at 21 percent, and Vietnamese the highest growth at 135 percent. The overall United States population grew only 10 percent during this same period. Hispanics, who constitute 9 percent of the total population, grew 53 percent from 1980 to 1990. Whites, on the other hand, make up 80 percent of the total population and increased by only 6 percent from 1980 to 1990. African Americans were 12 percent of the total population in 1990 and increased by 13 percent in the 1980s (Ong and Hee 1993: 11-12).

Asian and Pacific American immigrants form a sizable population in low-wage work. Southeast Asian refugees, originally from Cambodia, Laos, and Vietnam, and minority populations, such as the Hmong from Laos, comprise the majority of Asians living below the poverty level in the United States.

Pacific Americans, or Pacific Islanders, are oftentimes forgotten or excluded in many discussions which focus on Asian and Pacific Americans because they differ in many ways from Asian Americans. Some observers would say that the experiences of Hawaiians are more similar to Native Americans and less similar to the experiences of Asian immigrant groups and that they should be included in the category Native

American. Although it is likely that most Pacific Americans would prefer to be identified separately, their very small numbers nationally would work against them if they were not included in a broader category.

In this study, none of the respondents was of Pacific American background and, although a majority of the respondents had no negative comment about the use of the term "Asian and Pacific American," none of them used the term to refer to themselves and many used the term "Asian-American." The term "Asian and Pacific Americans" is the term most used in this study because it is the more inclusive term and continues to be used by many researchers as well as government agencies.

EDUCATION

It is likely that some data about Asian and Pacific Americans, particularly education data, may in fact include foreign Asians. A total of 439,000 or sixty percent of all foreign students in the United States are from Asian countries. This large number impacts on the image and size of the Asian and Pacific American population on campuses in the nation because some become US citizens or permanent residents. Most people do not differentiate between Asian foreign students and visiting Asian faculty from Asian and Pacific American students and faculty.

Asian and Pacific Americans with four years or more of college education earned nearly $1,700 a year less than their White counterparts with similar education, based on median income as reported by the United States Bureau of the Census. Data reported by the Bureau indicate that Asian American groups consistently have the highest rate of enrollment in educational institutions (from preschool through college levels) of any racial/ethnic group, including Whites. Future college populations may be increasingly Asian because of their low dropout rate.

The struggles by the majority of Asian and Pacific Americans seeking access to basic general education are not as widely reported. The majority of APA students are not enrolled in four-year institutions but are in two-year community colleges. College attendance rates for APAs are generally determined by socio-economic status, national origin and immigrant status.

Forty percent of Asian and Pacific Americans hold college degrees as compared to 21 percent for Americans as a whole and their college admission rate and representation as undergraduates are extremely high. Asian and Pacific Americans in freshman classes in 1991 ranged from 19 percent at Harvard University to 51 percent at the University of California-Irvine. In 1991, they constituted 18 percent of the student body at Stanford University and 22 percent at the Massachusetts Institute of Technology. Similar to the demographic percentage gains are the gains in higher education between 1979 and 1989 for bachelors degrees received (148% increase among APAs versus 11 percent increase overall); master's degrees (95% for APAs as compared to 3 percent overall), and doctoral degrees (46% for APAs as compared to 10% overall) (Chen and Hune 1992: 3).

Asian and Pacific Americans continue to have the lowest tenure rate of all

population groups: 41 percent compared to 52 percent overall and 31 percent tenure rates among female Asian and Pacific American faculty (Chen and Hune 1992: 3). The number of Asian and Pacific American administrators and faculty lags far behind that of Asian and Pacific American university students. At the University of California-Los Angeles, for example, the size of the Asian and Pacific American student body doubled between 1980 and 1990, yet few Asian and Pacific American professors were hired during that period, and they now make up only 7 percent of the faculty.

Although the University of Hawai'i at Mānoa (UHM) is one of the most multicultural campuses in the nation, there is, nonetheless, a lag. In comparison to mainland institutions which show 3 percent Asian and Pacific American students, the 63 percent Asian and Pacific American student body at UHM is impressive. Yet, the student body does not reflect the populations of either the State or its public schools with respect to some of the ethnic groups within the Asian and Pacific American category. For example,in the State population, 20 percent are Hawaiian or part-Hawaiian and 11 percent are Filipino, as compared with 6 percent and 8 percent, respectively, of the UHM students.

The faculty of the University of Hawai'i at Mānoa reflects neither the ethnic distribution of the students nor the local community. Among the 1,200 tenure-line faculty, 27 percent are minority, primarily of Chinese, Korean and Japanese ancestry. The University of Hawai'i is concerned about the underrepresentation and success of African-Americans, Filipinos, Hawaiians, and Samoans at the undergraduate and graduate levels as well as among faculty and administrators.

"Gains of Asian and Pacific Americans, whose principal activity is administrative and who hold titles of academic department chairperson or the equivalent and above in higher education administration, constitute only one percent of the executive and managerial positions in the nation's colleges and universities. In fact, for the 1990-91 year, only five Asian and Pacific Americans were presidents or chancellors in the nation's four-year institutions of higher education" (Chen and Hune 1992: 3). Among student affairs administrators, APAs are also under-represented.

SURVEY METHODOLOGY

The study group is composed of Asian and Pacific American student affairs professionals from universities classified as "Research Universities I" by the Carnegie Foundation for the Advancement of Teaching in 1987 based on institutional data from 1982-1985 (The Chronicle for Higher Education Almanac, August 26, 1992). Most of these 70 "leading research universities" offer a full range of baccalaureate programs, are committed to graduate education and place a high priority on research. Each of the 70 institutions received at least $33.5 million in annual federal support in 1983, 1984 and 1985, and awarded at least fifty doctoral degrees in 1983-84.

Asian and Pacific Americans comprise a very small percentage of higher education administrators; for example, among the chief student affairs officers at four-year institutions, a mere 1.4 percent are Asian and Pacific American, and at two-year

institutions only 1.2 percent are Asian and Pacific American. The number of Asian and Pacific Americans who are members of the National Association of Student Personnel Administrators (NASPA) totals 98, a very small number from which to obtain a valid sample size.

It was expected that more APA respondents would be identified and would participate in the study through the assistance of a student affairs administrator at the executive level at each campus. In the Spring of 1993, letters were sent to the individuals designated as the "voting members" at universities that are members of NASPA and to the chief student affairs officer at universities that are not NASPA members. The individuals were asked to complete a one-page institutional background information form and a questionnaire, whether or not an Asian and Pacific American professional was employed in their student affairs programs. They were also asked to request two Asian and Pacific American student affairs professionals at their institution to respond to a similar questionnaire. However, this study includes an analysis of the questionnaires completed only by Asian and Pacific Americans.

Thirty-one of the seventy institutions responded to the questionnaire, and forty-four Asian and Pacific Americans comprise the sample for this study. The method of obtaining the sample and its size and regional distribution are adequate for a preliminary study of a small, important, diverse and growing minority group in the nation, in higher education and among student affairs professionals.

BACKGROUND OF APA STUDENT AFFAIRS RESPONDENTS

More than two-thirds of the respondents were female (68%). A large majority (60%) of the respondents were under the age of 39 years. A large majority (70%) earned salaries less than $39,000.

Nearly two-thirds (64%) of the respondents worked in programs serving a specific special student population (e.g., minority students, international students, students with disabilities) or in a single specific area (e.g., health, counseling, career placement, student residential life, academic advising, admissions, or financial aid). Only 36 percent had responsibilities for more than one program area or broad oversight of student services.

The sample was evenly distributed among four administrative levels to whom the respondents reported: 21 percent reported to a system-wide or campus-wide senior executive; 26 percent reported to the chief student affairs officer; 30 percent reported to a senior student affairs officer; and 23 percent reported to another student affairs professional.

Nearly half (48%) of the respondents had between one to twenty professionals reporting to them and only 7 percent had more than twenty-one professionals reporting to them. A large proportion (46%) had no professional reporting to them.

Most of the respondents had worked at an institution of higher education between one to five years (47%) or between six and twenty years (44%). Only 9 percent had

worked twenty-one or more years at an institution of higher education. Thirty-one percent of the respondents had doctorate degrees; 39 percent had master's or professional degrees; and 30 percent had bachelor's degrees.

Most of the Asian and Pacific Americans who responded (64%) were born in the United States. Only a third of the respondents were fluent or moderately fluent in an Asian language.

ETHNIC BACKGROUND OF RESPONDENTS

Six different ethnic backgrounds were reported by the respondents: Filipino, Japanese, Korean, South Asian, Southeast Asian, Chinese and "mixed." The two largest groups represented were Chinese (46%) and Japanese (25%). It should be noted that Japanese Americans are more likely to be US born, and "Other APA" (i.e. Southeast Asian, Filipino, South Asian, Mixed, Korean) are the more recently arrived.

Eighty percent of the Japanese American student affairs personnel have responsibilities for more than one program area or broad oversight of student services compared to Other APAs (62%) and Chinese Americans (50%).

Eighty percent of the Japanese Americans have worked in higher education institutions for six or more years compared to Chinese Americans (50%) and Other APAs (39%). Fifty-five percent of the Japanese Americans are 40 years or older compared to Chinese Americans (50%) and Other APAs (15%). More Japanese Americans (35%) and Chinese Americans (35%) have doctorates than Other APAs (23%) [Figure A].*

PERCEPTIONS OF ETHNIC RELATIONS OF RESPONDENTS

APA student affairs personnel were asked to rate ethnic/racial relations at their campus. The respondents were divided: 52 percent of the Asian and Pacific Americans gave their campus a negative ("fair" or "poor") rating and 48 percent rated their campus positively ("excellent" or "good").

A majority of the male respondents (64%) perceived campus ethnic relations as positive, and a majority of the female respondents (60%) perceived campus relations as negative [Figure B]. A majority of those who earned less than $39,000 (63%) rated their campus negatively, and a majority of those who earned $40,000 or more (77%) rated campus ethnic relations positively. Among APA student personnel administrators who had one or more professionals reporting to them, a majority (57%) rated their campus positively.

Among APAs who did not speak an Asian language, a majority (54%) rated their campus positively. Among APAs who were fluent or moderately fluent in an Asian language, a majority (62%) rated their campus negatively [Figure C]. Over two-thirds of

*Figures are at the end of the paper

Other APAs (77%) rated their campuses negatively with respect to ethnic relations compared to Japanese Americans (53%) and Chinese Americans (35%) [Figure D].

APAs who were more positive in their rating were male, Japanese-Americans, earned more than $39,000, had more than one professional reporting to them, and were not fluent in any Asian language.

QUALITY OF LIFE, SENSE OF COMMUNITY AND ETHNIC RELATIONS

Most of the respondents rated the quality of life on their campuses as positive: 28 percent rated it "excellent," and 51 percent rated it "good;" a significant proportion of Asian and Pacific Americans (21%) rated the quality of life at their campus as "fair." Although the majority of the respondents were positive in rating the sense of community at their campuses as "excellent" (18%) and "good" (39%), a significant proportion of the Asian and Pacific Americans rated the sense of community at their campuses as "fair" (34%) and "poor" (7%).

Respondents' ratings of quality of life, sense of community and ethnic relations on campus were related [Figure E]. Of those who rated the sense of community at their campus as positive, two-thirds rated campus relations as positive. All who were positive in their rating of the quality of life on their campus also rated campus ethnic relations as positive.

ETHNIC IDENTITY TERMINOLOGY

When asked about the term they used most commonly to refer to their own ethnic identity, a third used a single specific ethnicity, such as Filipino; another third hyphenated the specific ethnic term with "American," such as Filipino-American; and another third used the term "Asian-American;" none used the term "Asian and Pacific American." Nearly half of the Asian and Pacific Americans stated that the term "Asian-American" was the term they thought was used most frequently by others on campus when describing them. The term "Asian" was mentioned by 21 percent and a specific ethnic group was mentioned by 21 percent [Figure F].

Respondents were asked if they had any comment about the term "Asian and Pacific American," a term that includes such a diversity of groups yet totals only 3 percent of the United States population. Although the term "Asian-American" or "Asian" was used, rather than "Asian Pacific American" by the respondents or others to refer to their ethnic identity, only 22 percent had comments that could be categorized as negative and 32 percent had comments that could be categorized as positive. The largest proportion (46%) had comments that were generally descriptive or explanatory and were neither negative nor positive.

ETHNIC RELATIONS WITHIN THE APA GROUP AND WITH OTHER GROUPS

A large majority of the respondents (71%) indicated that there has been an increase in racial/ethnic tensions over the past five years on their campuses. However, a majority of the respondents (58%) reported no negative ethnic/racial incident involving Asian and Pacific Americans that was widely-known campus-wide and reported in campus newspapers during the past year.

A large majority (72%) of the respondents rated the relationships of students or groups included in the category Asian and Pacific Americans as positive. A large majority rated the relationships between Asian and Pacific American students and African American/Black students as either "fair" or "poor" (68%). Nearly all APA respondents who gave negative ratings on ethnic relations on their campus also rated the relationship between APAs and African-Americans as negative [Figure G]. A majority rated Asian and Pacific American student relations with Hispanic/Latino students as either "fair" or "poor" (60%) and between APA students and Native American students as either "fair" or "poor" (56%). In contrast, a majority (59%) rated the relations between Asian and Pacific American students and white students positively as either "excellent" or "good." It is interesting and disturbing to note that although a majority of APA student personnel administrators rated relations between APA students and white students as positive, they rated relationships between APA students and other minorities as negative [Figure G].

TREATMENT OF ETHNIC GROUPS IN THE UNDERGRADUATE CURRICULUM

In general, only a small proportion of respondents saw positive changes in the treatment of various ethnic and racial groups in the curriculum over the past five years. African Americans/Blacks was the group seen as having the most positive changes (23%). Only 14 percent of the respondents perceived a significant positive change in the undergraduate curriculum with respect to Asian and Pacific Americans. Eleven percent of the respondents perceived a significant positive change in the treatment of European Americans in the undergraduate curriculum. Eight percent of the respondents perceived a significant positive change concerning Native Americans in the curriculum, and seven percent perceived a similar change regarding Hispanic/Latino groups in the undergraduate curriculum.

INVOLVEMENT OF APAs IN CAMPUS AFFAIRS

In general, respondents perceived APAs as less involved than white/majority groups in campus affairs. Nearly half of the respondents (49%) perceived Asian and Pacific American students as less involved in campus affairs than white students. A large majority of the respondents (71%) perceived Asian and Pacific American faculty as less involved in campus affairs than white faculty. A majority of the respondents (54%) perceived Asian and Pacific American student affairs personnel as less involved in

campus affairs than white student affairs personnel. A majority of the respondents perceived Asian and Pacific American administrators as less involved in campus affairs than white administrators.

BACKGROUND INFORMATION OF RESPONDENTS' INSTITUTIONS

Responses to the questionnaire were received from five of the six geographic regions identified by NASPA. The responses were from all geographic areas of the nation even though no response was received from NASPA Region I, which includes Canada and New England states, responses were received from other east coast universities in NASPA Region II. One-third of the responses came from Arizona, California and Hawai'i in NASPA's Region VI which is the region that has the highest proportion of Asian and Pacific Americans.
Only a small fraction (7%) of the respondents are members of NASPA.

A majority of the respondents were from public or state supported universities (64%) and from urban campuses (64%). A majority in public institutions (59%) rated ethnic relations as negative compared to respondents in private institutions (40%) [Figure H]. Nearly half of the respondents were on campuses where less than 25 percent were students who commute to campus. Most of the respondents were from campuses with 1,000 or more foreign students: 44 percent were from campuses with 1,000 to 1,999 foreign students and 38 percent from campuses with 2,000 and more foreign students.

A significant number of institutions did not indicate the average SAT score of incoming freshmen, but of those who did respond 30 percent reported combined verbal/math average scores of 1,100 and higher.

About half of the respondents were from campuses with 5,000 or more graduate students, while the other half were from campuses with fewer than 5,000 graduate students. Most of the respondents (45%) were from campuses that had undergraduate enrollments between 10,000 and 19,000. About an equal proportion came from smaller campuses of fewer than 10,000 (29%) or 20,000 or more students (26%). Most of the respondents came from campuses of between 1,000 to 1,999 faculty (52%) or 1,000 and more (27%).

CAMPUS ETHNIC/RACIAL COMPOSITION

The majority of the respondents were from campuses with more than 4 percent African American students (56%), while a large proportion came from campuses that had between 0 to 3 percent African Americans (44%). Most of the respondents were from campuses that had more than 3 percent Asian and Pacific Americans on campus: 19 percent were from campuses with 0 to 3 percent; 33 percent were from campuses with 4 to 9 percent; and 47 percent were from campuses with at least 10 percent Asian and Pacific American student population. Interestingly, APAs perceived campus ethnic relations as more positive on campuses with less than three percent or more than ten

percent APAs [Figure I].

About one-third of the respondents were from campuses with 80 percent or more white students on campus, and a majority (61%) were from campuses where 4 to 9 percent of the faculty are Asian and Pacific American and 80 percent or more of the faculty are white (80%). Among campuses with 80% or more white faculty, a majority rated campus ethnic relations negative (56%) compared to campuses with less than 80% white faculty where only 38 percent rated ethnic relations negative [Figure J].

Inclusion of Asian and Pacific American students or any of the specific APA groups in minority student programs varies among the institutions. About a third do not include Asian and Pacific Americans in minority student programs; 47 percent include some APAs in minority student programs along with other minority groups; and 23 percent have special programs available only to APAs or specific APA groups.

Although about one-fourth of the respondents did not indicate the highest ranking Asian and Pacific American administrator on their campuses, those who did reported that 9 percent held senior system or campus non-academic administrative positions; 39 percent held campus-wide senior academic administrative positions; 12 percent were college deans; 18 percent were department chairs; 6 percent were faculty; and 15 percent were non-academic mid-level administrators.

Positive ratings of campus ethnic relations were more likely in private institutions, campuses which had more minority faculty, campuses which had 10 percent or more APA students, and campuses which had fewer than 10,000 students. In addition, on campuses which had APA senior administrators, a large majority rated ethnic relations as positive. In contrast, a majority of the respondents (62%) from campuses which had chairs or directors as the highest ranking APA administrators rated ethnic relations as negative

APA STUDENT AFFAIRS PERSONNEL

About half of the respondents were from campuses with 99 or fewer student affairs personnel, and the other half were from campuses with 100 or more student affairs personnel. Although nearly half of the respondents did not indicate the proportion of Asian and Pacific American student affairs personnel on their campuses, of those who did respond, the majority (58%) reported 0 to 3 percent of the student affairs staff are Asian and Pacific American. A majority of the respondents were from campuses where 80% or more of the student affairs personnel are white.

Respondents perceived Asian and Pacific American student affairs personnel as less involved compared with most other student affairs personnel in the following areas and issues: campus governance(63%); multicultural/diversity research (44%); student admissions (39%); staff development opportunities (37%); equal employment opportunity/affirmative action (34%). Respondents perceived Asian and Pacific American student affairs personnel as more involved compared with other student affairs personnel in the following areas and issues: multicultural/diversity training (28%); service to ethnic communities (24%;) multicultural/diversity curriculum (23%).

More than two-thirds of the Asian and Pacific Americans named major problems facing APA student affairs personnel at their institution. The most frequent responses were:

a) Underrepresentation and small numbers of Asian and Pacific American staff (44%). ("APA student affairs personnel are severely underrepresented compared to the student population we serve." "We have few...I can think of only one other...As soon as there are two or more of us, they think we're overpopulating.")

b) Few or no mentors and resources to support Asian and Pacific American staff (15%). ("Since there aren't any APA personnel...role models are hard to come by." "Lack of upper administrative level support...lack of human and other resources that would allow further professional development.")

c) Glass ceiling and career mobility (9%). ("The current APA professionals are clustered in lower to lower-middle level professional classifications." "Non-American work experience is as good as no experience, hard to move up.")

d) Asian and Pacific Americans are non-assertive and not well-organized on campus (9%). ("Lack of a strong united voice---Asian Pacific faculty staff association is non-existent and there does not seem to be any real interest in starting it up again.")

e) Other problems included inability to incorporate and share their cultural perspective and stereotypes, such as being "model minorities" or passive. (" I am tired of stereotypes ---that we are better at technical functions than in counseling or other areas that require interpersonal skills; that we don't supervise well, avoid confrontation, etc.")

PROBLEMS FACING APA STUDENTS

Approximately 80 percent of the Asian and Pacific American respondents answered the open-ended questions and identified major problems or barriers facing APA students or specific APA student groups at their institutions. The most frequent categories of response were:

a) Prejudice and stereotypes, including the stereotype of Asian Americans as a "model minority" (25%). ("Being taken seriously regarding discrimination, harassment and being respected as 'American';" "Asian Americans have been categorized as the model minority even though it's a myth. The myth prevents the university providing necessary resources and services.")

b) Lack of organization and low campus involvement (22%). ("Lack of visibility and curricular recognition despite increasing numbers." "APAs are less vocal, thus less heard. Institutions may spend more time addressing other minority issues.")

c) The diversity of backgrounds and needs of groups included in the broad category of Asian and Pacific Americans (18%). ("Inability to identify different groups of APA students so that we can identify groups at greater risk, i.e., first generation, immigrant/refugee. By lumping all Asians together, our institution sees a high retention rate (higher than Anglos), however I know there are certain

populations which need assistance that aren't getting it.")

d) Other comments, including small numbers, admissions and graduation, foreign-born issues, and ethnic identity. ("Adjusting to life in the US; homesickness--away from family supports, conflict with families, lack of communication with families, meeting academic expectations, fitting in on campus.")

CONTRIBUTIONS OF APAs

Among the most frequently reported categories of major positive contributions of Asian and Pacific American students, faculty, student affairs personnel and administrators identified by respondents were:

a) Contributing and sharing their cultural perspectives and values (49%). ("Train all students to live in an increasingly culturally diverse society...It is important for our institutional leaders to recognize that racially and culturally Asians make up [a large segment] of the world's population. The people, perspectives, and contributions of Asians and Asian Americans need to be represented and allowed to flourish.")

b) Acting as role models (19%). ("I think the most important is role modeling. Asian students really gravitate toward me because I'm one of the few staff/faculty/professionals they see on campus. I think it means a lot to them that I have a respected, professional position.")

c) Eliminating stereotypes and active involvement in campus affairs. ("Dispel myth that APAs are only interested in sciences and engineering." "Becoming more vocal in the politics of higher education. Asians and Asian Americans are racial minorities in this country. Some people, however, may try to deny APAs their due legal protection by making over-representation an issue.")

ACTIONS TO IMPROVE THE CAMPUS CLIMATE SUPPORTIVE OF DIVERSITY

More than 80 percent of the Asian and Pacific American respondents provided recommendations for their institutions during the next five years that would result in major improvement in racial and ethnic relations and a campus climate that supports diversity. About one-third of the respondents provided multiple responses, and the most frequently mentioned categories of response were:

a) Provide training and programs on cultural sensitivity and the various cultures of different ethnic and racial groups (33%). ("Provide sensitivity training for faculty, staff and students in area of multicultural and diversity issues. Programming to reach a larger portion of the population." "Continue to educate at all levels. Janitors or secretaries who make racist comments or who stereotype students have the same impact as professionals who do it.")

b) Affirmative action hiring of faculty and staff (19%). ("Hire more people of color

through all levels of campus---from the clerical level to highest levels of administration." "Hire a more ethnically diverse faculty---reward all departments (including academic and student affairs areas) for setting and meeting goals to enhance/support diversity.")

c) Other responses encouraged building coalitions among minority and other groups including gays/lesbians and women; making the curriculum more inclusive of various groups and perspectives; and demanding more resources and leadership from the highest levels of the campus administration to support diversity efforts.

The responses reflected a mix of attitudes and feelings: alienation as well as a sense of community with other minorities, a call to action as well as resignation that little positive change can be expected, a feeling that issues facing APAs cannot be ignored as well as recognition that APA issues are not seen as primary on their campus. One respondent expressed frustration that it is difficult to make changes or that much can be done--"Ignorance is a hard thing to get rid of." Another wrote: "quit talking about it and just do it!"

CONCLUSIONS

The presence of Asian-Pacific Americans on US campuses, particularly those who are successful students on some prestigious campuses has contributed to the image and stereotype of APAs as a "model minority." This image does grave injustice to the complexity of their history and the reality of their current socio-economic and educational situation. The majority of Asian-American students are enrolled at community colleges and, although they are the fastest growing group in the nation and among college students, they continue to be under-represented on the faculty (particularly in fields outside the sciences) and as campus administrators. Asian-American higher education administrators constitute only one percent of the executive and managerial positions in the nation's colleges and universities. Among chief student affairs officers at four-year institutions, only 1.4 percent are Asian-Pacific Americans.

Ethnic relations and campus climate at university campuses continue to be important issues in the 1990s. It is necessary to look at race and ethnic relations beyond the traditional white and black relationships. Demographic changes, particularly the growth of Hispanic and Asian-Americans populations, require more attention to the inter-relationships among many different ethnic and racial groups. Asian-Pacific Americans face a number of challenges in terms of ethnic identity and improving their relations with other minorities. Asian-Pacific Americans on college campuses must address ethnic and race relation issues, appreciate the diversity within groups, and improve relationships with other ethnic and racial groups, particularly with other minorities. On the other hand, white, African-American, Hispanic-American, and Native American groups must support and become more knowledgeable about the aspirations and diversity within the Asian and Pacific American group.

The results of this study should be fairly representative of Asian and Pacific American Student Personnel in Research I Universities and their perceptions on ethnic relations may have some implications for other types of campuses. Although we were gratified by the comment of one APA student affairs personnel who wrote, "Thanks for doing this survey," we also shared his disappointment that "Issues for APAs are not on the forefront on our campus or in our state." As a conclusion, we present a statement by an APA student affairs professional urging action:

> It's time for Asian Americans to be more assertive about their feelings, the many different roles they perform and their experience as people of color in this society. To make campuses what they ought to be, Asian Americans have to [participate more] and accept that they may have many of the same issues as other people of color and other groups.

Figure A

ETHNIC BACKGROUND AND DEGREES

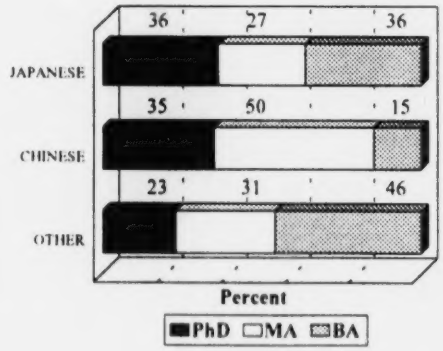


Figure B

ETHNIC RELATIONS AND GENDER

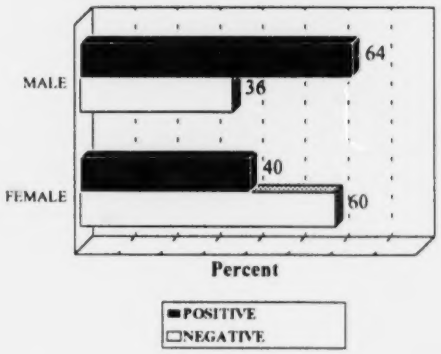


Figure C

ETHNIC RELATIONS AND ASIAN LANGUAGE

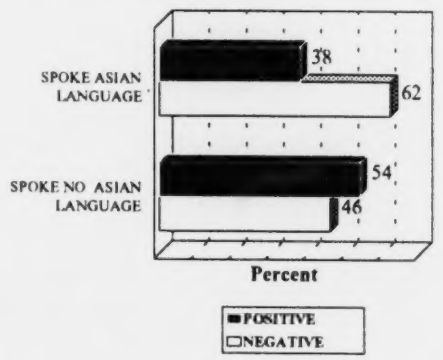


Figure D

ETHNIC RELATIONS AND ETHNIC BACKGROUND

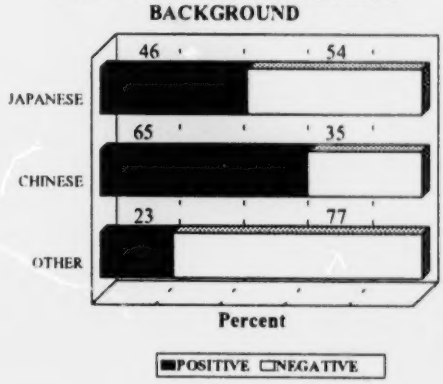


Figure E

ETHNIC RELATIONS, SENSE OF COMMUNITY, QUALITY OF LIFE

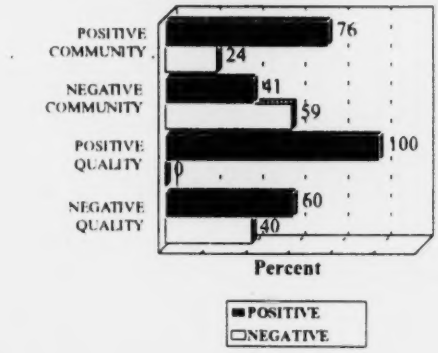


Figure F

ETHNIC RELATIONS AND ETHNIC IDENTITY

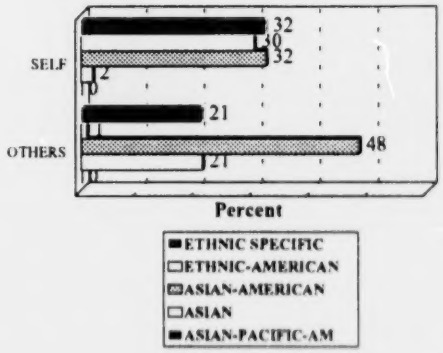


Figure G

ETHNIC RELATIONS OF APAs WITH GROUPS

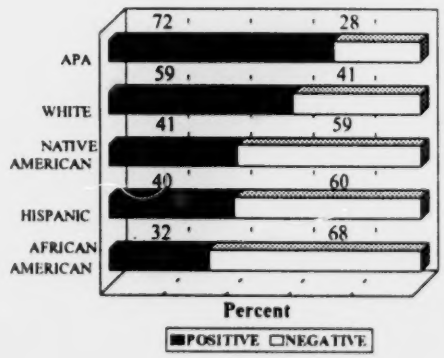


Figure H

ETHNIC RELATIONS AND TYPE OF INSTITUTION

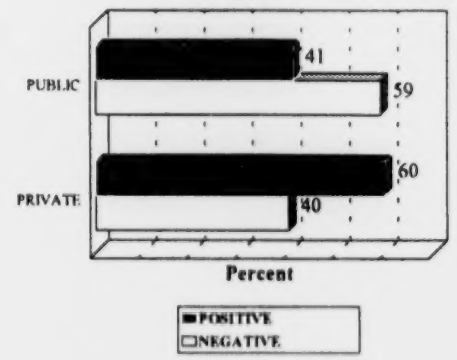


Figure I

ETHNIC RELATIONS AND PERCENT APA STUDENTS

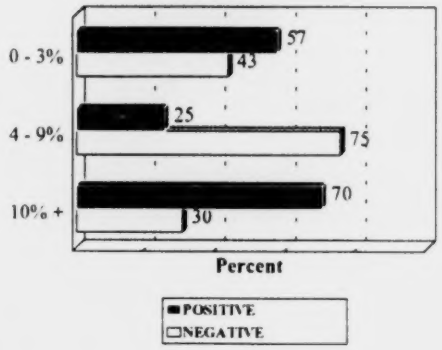
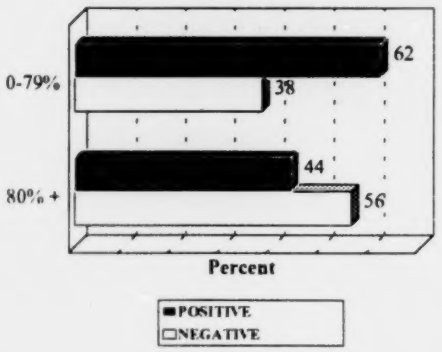


Figure J

ETHNIC RELATIONS AND PERCENT WHITE FACULTY



REFERENCES

Asian and Pacific Americans: Behind the Myths. Change: The Magazine of Higher Learning. November/December, 1989.

Chen, Moon S. Jr. and Hune, Shirley 1992. The One Percent: Asian Americans In Higher Education Administration Or Where Are We Now? How Did the Few Get There? And Where Are We Going? Paper presented at the Asian and Pacific Americans in Higher Education Conference, Los Angeles.

Civil Rights Issues Facing Asian Americans in the 1990s. 1992. Washington, DC: United States Commission on Civil Rights.

Endo, Jean J. 1990. Assessing the Educational Performance of Minority Students: The Case of Asian and Pacific Americans. In Michael T. Nettles (ed.), The Effect of Assessment on Minority Student Participation, No. 65, Spring, pp.37-52. San Francisco: Jossey-Bass, Inc.

Hsia, Jayjia and Hirano-Nakanishi, Marsha 1989. The Demographics of Diversity: Asian Americans and Higher Education. Change: The Magazine of Higher Learning, November/December, pp.20-27.

Ong, Paul and Hee, Suzanne J. 1993. The Growth of the Asian Pacific American Population: Twenty Million in 2020. In The State of Asian Pacific America: A Public Policy Report: Policy Issues to the Year 2020, pp.11-23. Los Angeles: LEAP Asian Pacific American Public Policy Institute and UCLA Asian American Studies Center.

The State of Asian Pacific America: A Public Policy Report Policy Issues to the Year 2020 1993. Los Angeles: LEAP Asian Pacific American Public Policy Institute and UCLA Asian American Studies Center.

We would like to express our appreciation to Dr. Joan Harms, Ms. Loke Kenolio and Dr. Jonathan Okamura of the University of Hawai'i at Mānoa for their assistance and comments.